Access and Opportunity Workgroup

From the glossary of education reform (http://edglossary.org/opportunity-gap/): "**Opportunity gap** refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Generally speaking, *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities—while *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits."

The workgroup sought to identify conditions and data that should be publicly reported as a means to elevating the importance of intentionally supporting all students through resource and opportunity allotment. The proposed 'indicators' serve as a status check for both inputs and outputs that are proven to influence success in school, work, and life.

Theory of Action:

> If all students are provided the opportunity to attain all required standards (Kentucky Academic Standards) in each grade/year they are in school *[Equitable Access; Program Reviews]* and

> If students are individually supported to attain the standards by effective teachers who provide ongoing feedback and responsive instruction [*Equitable Access; Program Reviews; Systems of Support*] and

> If educators collectively agree that each student will be supported in learning/succeeding at high levels and in areas that align with each student's interests/needs for successful transition to further education/workplace/career [*Equitable Access; College/Career (Job) Readiness*] and

> If all shareholders have access to and use data related to student access and opportunities to rich and varied learning experiences and supports in order to continuously improve course offerings, extended educational experiences, and meaningful social, emotional and physical supports [*Equitable Access; College/Career (Job) Readiness; Learning Environment; Systems of Support]* then

Workgroup: _____Opportunity and Access_____   Date: _____September 2016_____

Each student will have an equitable opportunity to develop the academic, social, and workplace/life skills necessary to ensure a successful transition from preK-12 to the career route of their choice.

In terms of accountability, the workgroup believes that a <u>public reporting of objective information that is proven to impact student success in both academic and non-academic areas is needed</u>. Information reported would not be 'evaluative' or translated into a 'score,' per se. Rather, it would serve as a collection of leading and lagging indicators for all shareholders to review in monitoring local efforts and responsiveness to students' access and opportunities.

Academic Indicators would include the following:
- Program Reviews and/or assurances for K-3, (Global Competencies/World Languages??), Practical Living/Career Studies, Visual and Performing Arts, Writing
- Rigorous coursework and/or enrichment opportunities, including dual credit and AP
- Information literacy/digital learning supports, including library/media specialists
- Guaranteed curriculum in all KAS areas every year by effective, specialized educators

Non-Academic Indicators would include the following:
- Workplace skill development and application
- Social, emotional, and physical health supports
- Counseling/mentoring by caring adults

Workgroup: _____Opportunity and Access_____   Date: _____September 2016_____

List the accountability recommendations that are **new or substantial changes** from the current accountability system. Use additional sheets as necessary.

No. 1		**What**	**Rationale/Notes**
Priority (H/M/L) **H**		**PROGRAM REVIEWS** Proceed with Program Reviews in the 3 areas described in SB1 (2009): Arts, Practical Living/Career Studies, and Writing. (REQUEST group to also consider Global Competency/World Languages – added by the KBE) Schools with any grades, K-3, would also complete the K-3 assurance annually to meet the expectation regarding intervention services. KRS 158.305 http://www.lrc.ky.gov/Statutes/statute.aspx?id=40169	High quality programs in Visual and Performing Arts, Writing, and Practical Living/Career Studies (? GC/WL) should be available to all students. ☐ Program Review Rubrics should be utilized as part of a continuous improvement process in each school/district. ☐ Specific, measurable, meaningful, and manageable goals/activities should be established for the identified needs based on the program review conducted and reflected in the school/district improvement plans. ☐ Program improvement goals should be monitored for results. *Specific emphasis on retaining certified, specialized teachers in each area for the purpose of providing instruction to all students in the specific areas and ensuring all students have
New	**Change**	**Describe how to include in accountability** **DASHBOARD INDICATOR – Each PR Area by Standard/Demonstrator + link to assurances provided at school and district levels + CSIP/CDIP link to program improvement strategies** • Program Reviews will not receive a score nor will they be entered into the state accountability score formula. • Results of the program reviews in each school are made public, including improvement strategies determined by the school as part of the annual school improvement process; • Program Reviews are subject to audit through processes developed by the KY Department of Education. KRS 158.6453 http://www.lrc.ky.gov/Statutes/statute.aspx?id=45401	
✓			

			the opportunity to learn the standards in each grade in those areas is critical to assuring access and opportunity.
No. 2		**What**	**Rationale/Notes**
Priority (H/M/L) **H**		**EQUITABLE ACCESS** Students cannot achieve if they do not have access to courses and other learning experiences/opportunities and then adequate supports for achievement/success in those. Public reporting of objective equitable access indicators will spotlight both successful practices/results as well as areas for improvement.	*ALL* students must be provided personalized opportunities, equitable access and effective supports to achieve high-levels of academic success as demonstrated by course and programmatic offerings that expose all students to required standards and enroll representative demographic rates as the overall school demographic; policies that encourage all students to pursue rigorous courses/experiences; and commitment to adequate support for student success, both academically and through non-academic means.
New ✓	**Change**	**Describe how to include in accountability** **DASHBOARD INDICATORS – see chart below for proposed leading and lagging indicators.**	
No. 3		**What**	**Rationale/Notes**
Priority (H/M/L) **M**		**COLLEGE/CAREER (JOB) READINESS SKILLS**	Each district is responsible for enacting a curriculum/course of

		Beyond academic skills defined/required in the Kentucky Academic Standards, students need to acquire knowledge of and opportunities for applying skills that allow them to persist and succeed in future learning and workplace situations.	studies that provides students with opportunities to not just do well on academic tests or projects, but that also supports key 'lifelong' skills. Persistence in higher education and the workplace require attention to social, emotional, and practical life skills in addition to academic skills.
New ✓	**Change**	**Describe how to include in accountability** **DASHBOARD – CHECKLISTS AND DEMOGRAPHIC INFORMATION – see chart of leading and lagging indicators below**	
No. 4 **Priority (H/M/L) M**		**What** **LEARNING ENVIRONMENT** Learning environment refers to identifying, leveraging, and marshaling appropriate resources including diverse physical locations, contexts, and cultures so every resource focuses on student, family, and community engagement.	**Rationale/Notes** Schools and districts that best serve students serve entire families and communities.
New ✓	**Change**	**Describe how to include in accountability** **DASHBOARD – CHECKLISTS AND DEMOGRAPHIC INFORMATION – see chart of leading and lagging indicators below**	
No. 5 **Priority (H/M/L) M**		**What** **SYSTEMS OF SUPPORT**	**Rationale/Notes** Ensuring access to rigorous and varied learning experiences is a

		A system of support is any program/resource/etc. that addresses the academic, behavioral, social, and emotional needs of any individual student to be successful in their current education and ready to be successful in college and/or career. Assumptions: 1. Strategies for teaching, intervening, and supporting students in a way that will ensure they have the literacy, numeracy, behavioral, and engagement skills necessary to be successful in college and careers should be integrated throughout the school years. 2. A focus should be on embracing and addressing the diverse needs of ALL students. 3. Regardless of how effectively school district leaders develop and implement high-quality curricula aligned with standards, some students will need additional support and interventions to be successful.	start, but putting a comprehensive system of ongoing support to promote success for each student is essential to attaining equity in our schools.
New	**Change**	**Describe how to include in accountability** **DASHBOARD – CHECKLISTS AND DEMOGRAPHIC INFORMATION – see chart of leading and lagging indicators below**	
✓			
No. 6		**What** **COMMUNITY/BUSINESS PARTNERSHIPS** Opportunity and access are expanded and enhanced when formal and informal arrangements are formed between schools and/or districts with individuals, private sector organizations or businesses, and other public institutions to provide services, programs, or resources that will help support all students attaining academic and career aspirations.	**Rationale/Notes** Where a student attends school or lives should not be limiting in terms of the opportunities that are available. Even very rural districts have been successful in forming partnerships that greatly enhance students' learning of both academic and non-academic skills that are proven to support future success.
Priority (H/M/L) **M**			
New	**Change**	**Describe how to include in accountability** **DASHBOARD – CHECKLISTS AND DEMOGRAPHIC INFORMATION – see chart of leading and lagging indicators below**	
✓			

A DASHBOARD composed of both **LEADING and LAGGING INDICATORS** will be beneficial to schools, districts, and the state as a whole. Leading indicators serve as 'compass points' – indicating if we are 'on course for success.' Lagging indicators are 'after the fact' indicators that let us know if we have succeeded. Using both will allow for the necessary corrections/adjustments that will ultimately result in better educational outcomes for all students. (All information would refer to the current academic year)

LEADING indicators proposed (generally 'inputs' or 'processes')	LAGGING indicators proposed (generally 'outputs' or 'outcomes')
Equitable Access	**Equitable Access**
Our school offers the following coursework or enrichment services: ☐ Primary Talent Pool ☐ Gifted and Talented ☐ Advanced Level Core or Electives ☐ Honors ☐ Advanced Placement ☐ International Baccalaureate Our school council has adopted policies or goals addressing equitable assignment of all pupils to the highest level of instruction or enrichment services available. ☐ yes ☐ no Our school employs a full time library media specialist to organize, equip, and manage the operations of the school library including assisting individuals and groups during the school day to work on projects, conduct research, and find resources to support educator and students teaching and learning needs. ☐ yes ☐ no	Enrollment and performance in the highest level of coursework or enrichment services for students belonging to the following demographics is equal to or greater than that of the total school or district demographic. ☐ Minority ☐ Free/reduced lunch ☐ Students with IEP's ☐ EL Students The percentage of students belonging to the following demographic groups earning a locally determined grade of C or higher in advanced coursework is **equal to or greater than** the percentage of <u>all</u> students earning a grade of C. ☐ Minority ☐ Free/Reduced Lunch ☐ Students with IEPs ☐ ELL Students The percentage of students in the following demographic groups earning a passing score on Advanced Placement exams or International Baccalaureate is **equal to or greater than** the percentage of <u>all</u> students earning a passing score on the same exams. ☐ Minority

Our school provides equitable access to digital devices (1:1) leading to redefined (transformational) connected learning practices and experiences.
- ☐ yes
- ☐ no

All Kentucky Academic Standards (KAS) assigned to a grade level for each academic area, including science, social studies, visual and performing arts, and practical living are taught to all students in each grade level.
- ☐ yes
- ☐ no

Our school prohibits preventing students from receiving core instruction and participating in specials or electives due to scheduling of intervention/remediation services.
- ☐ yes
- ☐ no

Our school employs a full time guidance counselor with knowledge of counseling and child and adolescent development, who creates and maintains a counseling program at the school level and brokers resources to meet student needs.
- ☐ yes
- ☐ no

The following subjects are taught in our school by teachers with subject area certification and/or specialized training:
- ☐ Visual Art (??Dance, Drama, Media Arts??)
- ☐ Music
- ☐ Physical Education
- ☐ World Languages

- ☐ Free/Reduced Lunch
- ☐ Students with IEPs
- ☐ ELL Students

(Grades K-3) The percentage of students belonging to the following demographic groups assigned to the Primary Talent Pool is **equal to or greater than** the total percentage of the same demographic group enrolled at our school:
- ☐ Minority
- ☐ Free/reduced lunch
- ☐ Students with IEP's
- ☐ EL Students

(Grades 4-12) The percentage of students belonging to the following demographic groups receiving G/T services is **equal to or greater than** the total percentage of the schoolwide demographics in these areas:
- ☐ Minority
- ☐ Free/reduced lunch
- ☐ Students with IEP's
- ☐ EL Students

(Secondary) The percentage of students belonging to the following demographic groups enrolled in advanced coursework (including pre-requisite classes) **is equal to or greater than** the total percentage of the same demographic population enrolled at the school.
- ☐ Minority
- ☐ Free/reduced lunch
- ☐ Students with IEP's
- ☐ EL Students

College/Career (Job) Readiness	College/Career (Job) Readiness
All high school students are required to participate in a work-based learning experience before they graduate. ☐ yes ☐ no	The % of the total number of students in the school graduating in the current year with college credit is: ____ The % of students in the following demographic groups graduating with college credit is equal to or greater than all students in the school graduating with college credit.

Our school provides support, guidance, or direct instruction to all students on the following:

- ☐ Understanding of FAFSA & KEES
- ☐ College Admission Exploration
- ☐ College & Workplace Autonomy & Self Advocacy Skills
- ☐ Preparing a resume or job application
- ☐ Appropriate attire
- ☐ Preparing a cover and thank you letters
- ☐ Work focused career exploration
- ☐ Training in interviewing skills
- ☐ Navigating college resources
- ☐ Training in effective job seeking
- ☐ Instruction in workplace expectations
- ☐ Soft Skills expectations:
    - o Behavior on the job
    - o Getting along with co-workers/boss
    - o Being reliable and on time
    - o Collaboration/Teamwork Skills
    - o Mental/Physical Health

Our school provides an intentional and systematic program to support College and Work Readiness among all students that includes:

- ☐ Post-secondary institution tours
- ☐ Business/Industry tours
- ☐ FAFSA Sessions
- ☐ KEES Information Sessions
- ☐ Advisor/Advisee program
- ☐ Work Ethic Certification
- ☐ Elementary College Career Awareness Programs
- ☐ Middle School College Career Exploration Programs
- ☐ High School College Career Preparation Programs
- ☐ College Admission Exploration
- ☐ College & Workplace Autonomy & Self Advocacy Skills
- ☐ Preparing a resume or job application
- ☐ Preparing a cover and thank you letters
- ☐ Work focused career exploration

☐ Minority
☐ Free/Reduced Lunch
☐ Students with IEPs
☐ ELL Students

☐　Training in interviewing skills ☐　Navigating college resources ☐　Training in effective job seeking ☐　Instruction in workplace expectations Our school provides an intentional and systematic academic curriculum and/or guidance program for all students that promotes student self-efficacy through the development of the following skills. 　☐　*Decision making* 　☐　*Problem solving* 　☐　*Creative Thinking* 　☐　*Critical thinking & Innovation Skills* 　☐　*Effective communication* 　☐　*Interpersonal relationship skills* 　☐　*Self-awareness* 　☐　*Empathy* 　☐　*Coping with emotions & stress* 　☐　*Cultural Competency and Awareness*	
Learning Environment	**Learning Environment**
Our school communicates expectations included in wellness and safety policies to students, parents/guardians staff members, SBDM council, and community members and ensures the policies are effectively enacted. 　☐　yes 　☐　no Our school makes equitable nutritional services available for all students beyond the typical school day. 　☐　yes 　☐　no Our school promotes/provides access to physical facilities outside of school hours. 　☐　yes 　☐　no	The percentage of students assigned out-of-school suspension belonging to the following demographic groups is **equal to or less than** the total percentage of the same demographic group enrolled at our school: 　☐　Minority 　☐　Free/reduced lunch 　☐　Students with IEP's 　☐　ELL Students

Our school implements, monitors, and evaluates a family engagement plan.
  ☐ yes
  ☐ no
 	
Our school provides extended learning environments beyond the school location.
  ☐ yes
  ☐ no
 	
Our school communicates with all stakeholders using multiple modes of communication.
  ☐ yes
  ☐ no
 	
Our school connects with families in multiple ways (home visits, family nights, training opportunities, etc.).
  ☐ yes
  ☐ no	

Systems of Support	**Systems of Support**

Our school seeks to improve the academic achievement, self-esteem, social competence, and avoidance of problem/high-risk behavior among all students by intentionally developing a mentor/advisor program that connects each student to a caring adult who works to help each student achieve their potential.
  ☐ yes
  ☐ no	

Community/Business Partnerships	**Community/Business Partnerships**

Our school has developed collaborative relationships with the following types of community partners for the purpose of directly supporting/enhancing students' academic and career aspirations:
  ☐ Industry
  ☐ Business
  ☐ Other schools/districts
  ☐ Postsecondary
  ☐ Nonprofit
  ☐ Faith-based
  ☐ Junior Achievement	

Other: _____
 	
Our school utilizes community/parent volunteers.
    ☐   yes
    ☐   no
 	
Our school participates in community service and service learning activities as an important component to the development of the whole student.
    ☐   yes
    ☐ no	